

Max Metzger was born in Germany in 1922, and his family emigrated to the United States in 1931. His mother was Mady Metzger-Zeigler, an internationally renowned mezzo-soprano who founded the St. Paul Opera Workshop. Max was involved in the Workshop for several decades, before taking it over upon his mother's death in 1979.

Yet while Max clearly loved music and had a high aptitude for producing and performing, he had not inherited his mother's beautiful voice. In fact, his mother made Max promise never to sing or she would disown him.

So Max found other outlets for his musicality. He started to play the bassoon at a young age. He played with the St. Paul Civic Opera Workshop, directed the Civic Opera orchestra, and played with a symphony orchestra in Duluth.

Max Metzger personified the thriving arts culture in St. Paul for decades, touching innumerable lives. In fact, in appreciation of his amazing deeds and accomplishments, the City of St. Paul dedicated a street in his name in beautiful Como Park. The Nobel Prize winning poet T.S. Eliot once said that "you are the music while the music lasts."

Mr. President, the music will last in the hearts and minds of countless Minnesotans, thanks to Mr. Max Metzger. ●

FREDERICK P. GRIFFITH, JR. WATER TREATMENT FACILITY

● Mr. WARNER. Mr. President, today I rise to congratulate the dedicated leadership and employees of Fairfax Water. Their vision and hard work has paved the way for the opening of the Frederick P. Griffith, Jr. Water Treatment Facility on July 15, 2006. The Griffith plant is truly state of the art and we are proud that the Commonwealth has such an entity leading the way and setting such high standards for the rest of the country. Leaders at Fairfax Water truly recognize the importance of protecting our natural resources and preserving the facets of the surrounding area.

I think it is most important to recognize that this new facility embodies our Nation's commitment to homeland security. The Griffith plant is equipped with numerous security measures which go a long way to ensure that Fairfax Water's nearly 1.5 million customers are well protected from potential threats be they natural or man-made. This is comforting to know especially when one considers the large number of critical government facilities which are served by Fairfax Water. These facilities include Fort Belvoir U.S. Army Reservation, Fort Belvoir Proving Grounds, facilities of the Central Intelligence Agency, U.S. Fish and Wildlife Service Laboratories, U.S. Navy Family Housing, U.S. Coast Guard Information Systems Center, facilities of the General Services Administration, facilities of the U.S. Department of State; and office space and

warehouses for the U.S. Securities and Exchange Commission. As the senior Senator from the Commonwealth of Virginia, I am proud that these important installations are in my State. They provide many crucial services to all Americans, and have responsibilities beyond the Commonwealth. I am proud that Fairfax Water serves its local and national constituencies so well.

Mr. President, I am sure that my colleagues will join me in offering congratulations and continued success to my friends at Fairfax Water. ●

RECOGNIZING ROOSEVELT ELEMENTARY SCHOOL, MANKATO, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor Roosevelt Elementary School, in Mankato, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Roosevelt Elementary School is truly a model of educational success, in keeping with its mission: "To Educate the Whole Child . . . For Life."

In 2005, the Minnesota Department of Education recognized Roosevelt Elementary as a five-star school in both reading and math, an achievement reached by less than 7 percent of all Minnesota schools. Another source of school pride is the significant progress made in these subjects over the past 7 years.

In 1998, the math and reading scores of Roosevelt's third graders were well below the threshold necessary for the "adequate yearly progress" under the existing State standards. The average math score in 1998 was 1401, and the average reading score was 1361; an average of 1420 was necessary for the State's "adequate yearly progress" designation. Thanks to a concerted "team effort," to improve achievement, test scores have risen dramatically. In 2005, the average reading score was 1594, an increase of 193 points over the 1998 average; the average math score was 1650, an increase of 289 points.

The Roosevelt fifth graders showed similar gains. Their lowest average scores of 1408 in reading and 1395 in math occurred in 1999. In 2005, the average reading score was 1719, an increase of 311 points; the average math score increased to 1641, an increase of 246 points.

Roosevelt attributes its success to the strong team effort, involving teachers, administrators, and parents working closely together to set goals and objectives for the children.

Another component of the success of all of Mankato's schools is the tremendous support from the community. Last fall, Mankato-area voters approved two referenda: to provide \$6 million to update many existing buildings throughout the district and to provide \$3.5 million over 7 years to update the schools' technology. In 2002, voters ap-

proved a \$2.5 million per year operating referendum.

Much of the credit for Roosevelt Elementary School's success belongs to its principal, Rick Lund, and the dedicated teachers. The students and staff at Roosevelt Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Roosevelt Elementary School should be very proud of their accomplishments.

I congratulate Roosevelt Elementary School in Mankato for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota. ●

RECOGNIZING KENNEDY ELEMENTARY SCHOOL, MANKATO, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor Kennedy Elementary School, in Mankato, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Kennedy Elementary School is truly a model of educational success. It achieves the goal embodied in its mission statement: "Learning and Succeeding Together for Tomorrow's World."

Kennedy Elementary is implementing Reading First, a 3-year program which provides intensive professional development for all teachers, kindergarten through third grade. One teacher from both the fourth and fifth grades also takes part, to ensure continuity of reading instruction beyond the third grade.

Since 2002, Kennedy teachers have, on their own time, attended study groups that meet for 2 hours each week. They follow a protocol to explore scientifically based reading research, which they apply in their teaching. The teachers regularly review test data to tailor their reading instruction to each child. Teams of teachers, including the classroom teachers, the title I reading teacher, and the English language learner teachers, collaborate to create successful intervention plans for any pupil performing below grade-level benchmarks in reading. During the study groups, teachers also review and critique video clips of each other's teaching. Through this process of reflection, teachers evaluate themselves to improve their instructional techniques and teaching practices.

The North Central Association for Accreditation and School Improvement recently conducted a peer review of Kennedy Elementary School's reading instruction. The school earned a perfect score.

The study and research of the Kennedy Elementary Leadership Team identified early educational interventions and programs to increase

achievement. This research resulted in specific changes intended to improve the achievement of all children, including a full-day kindergarten program, hiring an additional English language learner teacher, and adding three reading intervention teachers. In addition, more teachers were hired to reduce class sizes in grades K–3.

Another component of the success of all of Mankato's schools is the tremendous support from the community. Last fall, Mankato-area voters approved two referenda: to provide \$6 million to update many existing buildings throughout the district and to provide \$3.5 million over 7 years to update the schools' technology. In 2002, voters approved a \$2.5 million per year operating referendum.

Much of the credit for Kennedy Elementary School's success belongs to its principal, Greg Stoffel, and the dedicated teachers. The students and staff at Kennedy Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Kennedy Elementary School should be very proud of their accomplishments.

I congratulate Kennedy Elementary School in Mankato for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

RECOGNIZING WASHINGTON ELEMENTARY SCHOOL, MANKATO, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor Washington Elementary School, in Mankato, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Washington Elementary School is truly a model of educational success. The school is one of 9 elementary schools in Mankato and serves 380 pupils, including a large number of children of diverse backgrounds, and many who settled in Mankato upon arriving from other countries. Thirteen percent of Washington children are English language learners, and 40 percent qualify for free or reduced-price lunches.

The large percentages of English language learners and children from low-income families present a significant challenge to the school; and although Washington Elementary has never failed to make adequate yearly progress relative to the requirements of No Child Left Behind, that success has required a constant focus on academic achievement.

The staff at Washington Elementary consistently strive to make classroom learning more meaningful by finding connections with all other aspects of the children's daily lives. Teachers also

demonstrate their belief that the children can and will succeed; they then take time to celebrate their pupils' successes.

At a monthly celebration assembly, a feature of the continuing focus on acknowledging successes, children are publicly recognized for curricular and noncurricular attainments, which can involve such areas as most improved, citizenship, and academic achievement. At each assembly, every teacher recognizes three pupils, who receive student-of-the-month ribbons. Their names are also posted in the school's front lobby. It is a goal that, by the end of the year, every child will have been recognized for some accomplishment. This recognition builds self-esteem, promotes a sense of individual responsibility, and effectively motivates pupils to work hard academically.

Another component of the success of all of Mankato's schools is the tremendous support from the community. Last fall, Mankato-area voters approved two referenda: to provide \$6 million to update many existing buildings throughout the district, and to provide \$3.5 million over 7 years to update the schools' technology. In 2002, voters approved a \$2.5 million per year operating referendum.

Much of the credit for Washington Elementary School's success belongs to its principal, Judi Brandon, and the dedicated teachers. The students and staff at Washington Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Washington Elementary School should be very proud of their accomplishments.

I congratulate Washington Elementary School in Mankato for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

RECOGNIZING THE BREN ROAD EDUCATION CENTER, MINNETONKA, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor the Bren Road Education Center, in Minnetonka, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

The Bren Road Education Center is truly a model of educational success. The center serves high school students, who often present the greatest challenges for educators. Those enrolled at Bren Road have been referred by their school districts and come with behavioral problems, unsuccessful social interactions, and, in some cases, neurobiological disorders and developmental delays. Nearly all students have significant special education needs in the areas of emotional and be-

havior functioning. Many have substance abuse and/or mental health illnesses or a history of involvement with the juvenile courts. All the teachers and staff at the Bren Road Education Center approach these tremendous challenges with the assumption that their students will succeed.

The Bren Road Education Center opened its doors in September, 2005, with a true sense of excitement and promise. One observer said, "There was a sense of relief that the students at the Bren Road Education Center would now have a new chance, an opportunity for success, and a bright future!"

The staff at Bren Road consider each student to be unique, and they work tirelessly to build relationships with the students by engaging them respectfully. The philosophy at Bren Road is that these young people have often struggled unsuccessfully in traditional, large high schools, because their particular needs had gone unrecognized. Given the right environment, appropriate support, positive relationships with adults, and opportunities to give and receive respect, they can do well in an academic setting.

Bren Road's individualized instruction in reading, writing, and math prepares students to pass State-level proficiency tests. Experimental learning labs including science, art, and independent living labs afford students hands-on learning and vocational experiences. One student was repeatedly suspended from his regular high school, because he could not control his anger. At Bren Road, however, he has developed his interest in woodworking and takes pride in making Adirondack furniture.

Much of the credit for the Bren Road Education Center's success belongs to its supervisor, Jan Joslin, and the dedicated teachers and staff. The students and staff at the Bren Road Education Center understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at the Bren Road Education Center should be very proud of their accomplishments.

I congratulate the Bren Road Education Center in Minnetonka for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

RECOGNIZING THE EDEN PRAIRIE SCHOOL DISTRICT, EDEN PRAIRIE, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor the Eden Prairie School District, in Eden Prairie, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

The Eden Prairie School District is truly a model of educational success.